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Use of QSEN Based Simulation to Orient Nurse Educators

The Role of The Clinical Teacher

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PROBLEM

- * Nursing simulation literature is primarily focused on practice environments for nursing students.
- * The literature however, does not address the use of simulation for training new faculty.

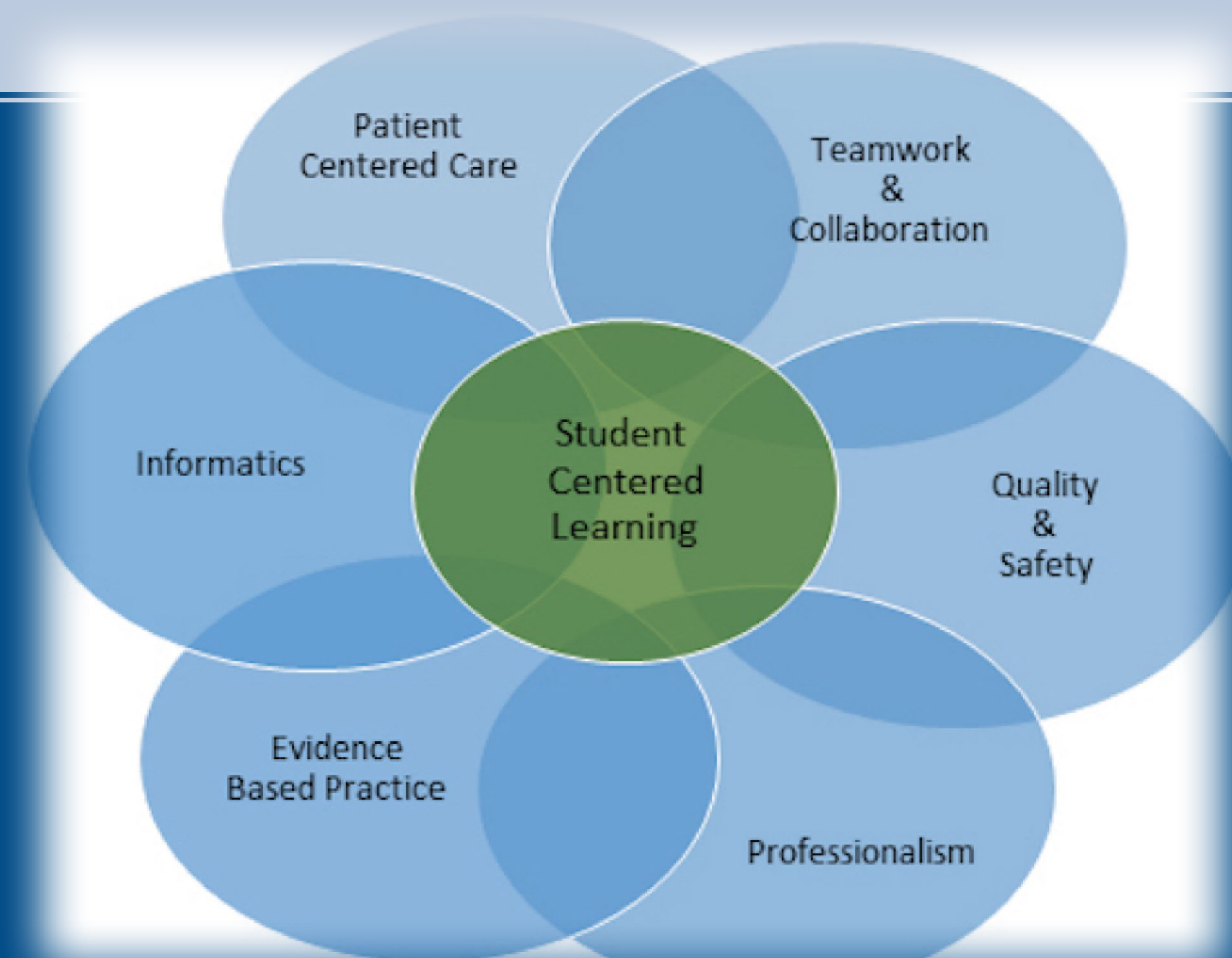
BACKGROUND & SIGNIFICANCE

- * Simulation has been well documented in the nursing literature as an effective strategy to prepare and teach students clinical based situations (Benner, Sutphen, & Day, 2010).
- * Much of the literature addresses the implementation of simulation into undergraduate nursing curriculum (Hayden, 2010).
- * Simulation curriculum, is directed toward the undergraduate nursing student ability to critically think, clinically reason, and develop clinical skills (Jeffries, 2008).



PURPOSE

- * The purpose of this simulation project was to utilize the six QSEN core competencies to create simulation templates to train novice clinical faculty in the clinical environment.



PROJECT QUESTIONS

- 1) Does a simulation-based clinical nursing faculty orientation program increase self-perceived competence in the clinical nursing faculty role?
- 2) Do novice nursing faculty perceive increased competence following participation in simulation-based scenarios?

METHODS

- * The first phase of this project was to merge the QSEN competencies (Cronenwett et al., 2007) and their respective KSAs to create a template for simulation.
- * QSEN competencies were adapted for the novice nurse educator.
 - * Patient-centered care
 - * Teamwork and Collaboration
 - * Evidence-Based Practice
 - * Patient Safety
 - * Quality Improvement,
 - * Technology & Informatics
- * A group (N=21) nurse educator students enrolled in a masters of nursing educator practicum agreed to participate in the simulation.
- * A group (n=4) of novice clinical educators were given pre-simulation work and assigned roles for participation in the simulated scenario.
- * Following the simulation, the novice nurse educators were debriefed by experienced [10+ years] faculty and each of the KSA was addressed.



RESULTS

Student Satisfaction and Self-Confidence in Learning survey, adapted for nurse educators was used (N=21, n=16)(Jeffries, 2008).

- * 80% believed the methods used in this simulation were helpful and effective.
- * 100% (n=16) believed the simulation provided a variety of learning materials and activities which promoted learning specific to the role of clinical nurse educator.
- * Faculty believe the use of simulation is a creative, experiential strategy that can be used teach novice nurse educators as they transition into the role of clinical faculty.

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